



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization Lancaster ISD CDN 057913 Vendor ID 756001936 ESC 10 DUNS 074875931
Address 422 S. Centre Street City Lancaster ZIP 75146 Phone 9722181410
Primary Contact Pamela Brown Email pamelabrown@lancasterisd.org Phone 9722181410
Secondary Contact Sheila Benskin Email sheilabenskin@lancasterisd.org Phone 9722181816

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Elijah Granger

Title Superintendent

Email elijahgranger@lancasterisd.org

Phone 9722181400

Signature

Date 11-9-18

Grant Writer Name Pamela Brown

Signature

Date 11/09/2018

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is **not** an employee of the applicant organization.

RFA # 701-18-106 SAS # 277-19

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-030

Application stamp-in date and time

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Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter ☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|---|
| LISD is a high poverty (87%) and high minority (96%) district and needs teachers that understand how to address the social, emotional, and behavioral needs of students in addition to the academic needs in shortage areas (math, science, ELAR, ESL, SPED). | Partner with a university to create a program to transition 8 paraprofessionals that understand our district needs to become teachers to fill vacancies in high need areas throughout the district. These participants will already understand our student population and the best practices and strategies to teach students from various cultural and economic backgrounds. |
| The district had 95 out of 432 teachers leave the district this year. Of the new teachers hired, 20 were in alternative certification programs. More certified teachers with classroom experience are needed. | Provide the opportunity for paraprofessionals that currently work and have a vested interest with LISD to become teachers. Employees that currently understand the culture, norms, vision, mission, and student population and demographics will less likely have turnover or burnout. |
| The CTE Education and Training Pathway only has 1 course, newly created for the 2018-2019 school year. This course is not for dual credit. The CTE program needs to be expanded. | Provide a stipend to teachers and increase the number of course offerings over the next couple of years in addition to providing include dual credit classes for students in Grades 9-12. Establish a TAFE Chapter and create opportunities for students to prepare for a future career in teaching. |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2021-2022 School Year, Lancaster ISD will have fewer teacher vacancies, decreased teacher turnover, and more teachers prepared to teach high minority, high poverty students in high need areas such as math, science, ELAR, ESL and SPED. This will be accomplished by creating our own teacher pipeline to increase the pool of candidates to fill hard to staff positions by transitioning paraprofessionals to becoming certified teachers and expanding our CTE Education and Training Career Pathway by providing dual credit opportunities and establishing affiliated education organizations for students who wish to pursue careers in education. The CTE Education and Training Pathway courses offered to students will have at least doubled with the goal of having four courses by the end of the 2021-2022 School Year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- 1.1 Complete the recruitment and selection process for paraprofessionals to participate in the program.
- 1.2 Select an Educator Preparation Program and finalize the MOU to transition paraprofessionals to become certified teachers which will require employees to teach for at least 3 academic school years.
- 1.3 Finalize the MOU with an Institution of Higher Learning to provide dual credit offerings for education and training courses.
- 1.4 Market the program to students at both the middle and high school with an intentional effort towards recruiting students in the top 10%, to participate in the CTE Education Pathway.
- 1.5 Meet with counselors and campus administration to design the master schedule to include the additional education courses. and to ensure dual credit offerings.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

- 2.1 Meet with program participants to review the enrollment verification with the Educator Preparation Program and transcripts detailing their progress on the necessary coursework to ensure timely completion of the program.
- 2.2 Assign mentors to program participants to support their instruction in the classroom. Candidates should meet with mentors bi-monthly.
- 2.3 Establish student educational organizations/affiliations such as TAFE.
- 2.4 High school students should participate in at least one TAFE or educational organization/affiliation event/ activity.
- 2.5 Employee and student surveys will be conducted to receive feedback on the program.

Third-Quarter Benchmark

- 3.1 Participants that meet the requirements will be hired as full time teachers and assigned to classrooms at campuses with the highest need. New teacher support will be provided throughout the year.
- 3.2 Employees who are pursuing a bachelor's in addition to their teacher certification should have at least 90 college hours. Follow up meetings and monitoring will take place to ensure timely completion of the program.
- 3.3 The number of high school courses offered in the Education and Training Pathway will be expanded to four including dual courses.
- 3.4 Students will actively participate in TAFE in at least one competitive event for the 2019-2020 school year.
- 3.5 For some seniors in the Practicum of Education & Training course, internship opportunities within the District will be provided to allow them to gain real world experience working in an educational classroom setting.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The program will be evaluated on a continual basis using the following methods:

- 1. SMART Goals will be developed for the student and employee program by a Grow Your Own Committee.
- 2. Meetings will be held on a regular basis with both employee and student participants to identify what's working and what needs to be changed to improve the program.
- 3. Data collection through surveys for students and employees will be used to modify and adjust items as needed.
- 4. Student grades and other academic data in addition to involvement in extracurricular organizations (such as TAFE) will be monitored. Students who need academic support will see their counselor to develop a plan to increase achievement.
- 5. Student enrollment in Education and Training courses will be monitored in addition to the design of the master schedule. Marketing and recruitment will increase if needed to increase student participation in this pathway.
- 6. Employee transcripts will be evaluated to monitor their timely and successful completion of the program. Ongoing communication between the university and school district will take place to ensure that adequate support is provided to successfully complete the program by the deadline.
- 7. Employee and student schedules will be adjusted as needed to ensure successful participation and/or completion in the program.
- 8. Employee schedules will be flexible in order to observe and assist with classroom instruction in addition to attend classes each semester.
- 9. SMART goals will be reviewed periodically and adjusted as needed to ensure program success. The Grow Your Own Grant Committee will review identified problems, brainstorm solutions, and develop plans for intervention or program change if needed. All changes and/or amendments will be submitted to TEA for approval by the requested deadlines.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
 - ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
 - ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Based upon Principal, Associate Principal and teacher feedback, a list of six highly qualified and well respected teachers have already been identified. These are teachers who are esteemed by their peers, students, parents and Central Staff leadership. Their performances rank in the top echelon of teachers. There will be an application process that will require a letter of recommendation from the campus principal. Interviews will also be conducted to select final program participants. Participants will be evaluated using a rubric that will include job performance evaluations and involvement in district and school activities and student organizations. Interviews will also be conducted to select final program participants.

Students targeted for the Education and Training Pathway will reflect the demographics of the District's student population: 76% African American, 20% Hispanic, 2% White with the other 2% being a combination of other ethnicities. A comparison of our teacher demographics against those of students reveals while 20% of our student population is Hispanic only 6% of our teachers are from that ethnicity. In terms of gender, our student population is about evenly balanced between male and female. However, the teacher population is 25% male and 75% female. Thus, specific efforts will be made to create interest in this pathway with our overall male student population and with our Hispanic student population. Targeted activities will be designed to focus on Hispanic students and male students from all ethnicities who demonstrate both academic and extracurricular leadership.

Consequently, as we interview candidates, we will be looking for teachers who have an unwavering passion to the field of education along with determination to ensure that interest is developed in students who mirror our community. Our selection process will be based on teacher interest, passion for developing future educators, existing work with student organizations, participation in District and School initiatives/activities/events and appropriate Dual Credit credentials to teach Education and Training classes. Our plan is to have two teachers selected for this program. One to reside at our 9th Grade Campus which is several miles from the high school. The other teacher would reside at our high school campus. Both would be credentialed to teach Dual Credit to our students in grades 9-12 based upon mapping of courses with Cedar Valley College, our higher education partner of choice for this initiative. Responsibilities and expectations would be the same for both teachers at each of their assigned campuses.

A MOU will be designed for the selected teachers to commit to serving in the Education & Training Pathway through the 2022 school year (three years) with the following responsibilities once the Grow Your Own Grant has been awarded 1) Create a marketing campaign and student recruitment plan. 2) Submission of at least two master lessons to TEA at prescribed time frames. 3) Establish active TAFE CTSO Chapter. 4) Have students compete in at least one TAFE competitive event in the 2019-20 school year. 5) Attend Professional Development and Conferences designed for Grow Your Own and for TAFE. 6) Teach specified Education & Training classes at the Dual Credit level. 7) Maintain Dual Credit Credentialing with IHE.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Potential candidates for the program have already been identified through a survey that was sent out district-wide instructional paraprofessionals to identify potential employees that are interested and may be eligible for the program. There will be an application process that will require a letter of recommendation from the campus principal. Interviews will also be conducted to select final program participants. Participants will be evaluated using a rubric that will include job performance evaluations, recommendation forms from colleagues, involvement in district and school activities, the certification that they plan to pursue, along with their college transcript and other academic data.

Participants pursuing certifications that would make them eligible to teach math, science, ELAR, and SPED in addition to other hard to fill areas will be given special consideration during the selection process. Participants will have to meet with advisors at the university/college to ensure that they understand the rigor and commitment required to complete the program by the required deadline. Additionally, participants will meet with the Human Resources Department to review the MOU, which would require that the teacher commit to teaching in Lancaster ISD for 3 school years upon completion of the program as a condition of receiving the stipend.

The Lancaster ISD staff currently mirrors the ethnic demographics of the students (96% minority) with nearly 85% of the staff being minority, which is nearly 35% above the state. Nearly 20% of our minority students are Hispanic, while only 6% of our teachers are Hispanic. Recruitment and selection of teachers will include factors to ensure that the staff demographics mirror student demographics.

Participants will receive ongoing support as they pursue their teaching credentials that will include opportunities to: observe demonstration lessons and classroom modeling from instructional coaches and exemplar teachers, co-teach and provide instruction to students, attend and participate in professional learning communities and other teacher staff development; and observe various colleagues during classroom instruction teaching in the certification areas being pursued.

Once assigned to a classroom, participants will receive ongoing support through: ongoing staff development, co-teaching and modeling from instructional coaches, meetings and instructional support from their assigned mentor teacher, follow up meetings to determine additional support and/or training needed with the HR Department, Region 10 ESC training, and one on one meetings with the campus principal.

Career pathways and teaching opportunities are available in multiple areas with areas of high need being in the areas of math, science, ELAR, and SPED. All teachers in Lancaster ISD have the opportunity under the district Teacher Advancement Program (TAP) for advanced career pathways. High performing teachers can transition to becoming instructional coaches and high performing instructional coaches have the opportunity to become campus administrators. Weekly Cluster (PLC) Meetings provide professional development in targeted areas based on the data to improve instruction campus wide. This weekly professional development helps to prepare educators at all levels to support instruction to increase student achievement.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

| | | | |
|---|---|--------------|--------|
| Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit | 2 | X \$11,000 = | 22,000 |
| Number of teachers who are teaching Education and Training courses, but not for dual credit | | X \$5,500 = | |
| Number of high schools with existing Education and Training courses in 2018-2019 | 1 | X \$6,000 = | 6,000 |
| Number of high schools without existing Education and Training courses in 2018-2019 | | X \$9,000 = | |
| Total Request for Pathway 1 | | | 28,000 |

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

| | | | |
|--|---|--------------|---------|
| Number of candidates pursuing a teacher certification only | 2 | X \$5,500 = | 11,000 |
| Number of candidates pursuing both a bachelor's degree and a teacher certification | 6 | X \$11,000 = | 66,000 |
| Request for Pathway 2 | | | 77,000 |
| Request for Pathway 1 | | | 28,000 |
| Total Combined Request for Pathways 1 & 2 | | | 105,000 |

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

| | | | |
|---|--|--------------|--|
| Number of candidates participating in a year-long clinical teaching assignment | | X \$22,000 = | |
| Number of candidates participating in an intensive pre-training service program | | X \$5,500 = | |
| Total Request for Pathway 3 | | | |

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

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PROFESSIONAL AND CONTRACTED SERVICES (6200)

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SUPPLIES AND MATERIALS (6300)

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OTHER OPERATING COSTS (6400)

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|---|-------|
| Teacher certification exam costs (8 x \$116) + Certificate Fees (8 x \$78) | 1,552 |
| Substitute Teacher Costs for Dual Credit Teachers (500 each year x 2 teachers x 2 years) | 2,000 |
| Substitute Teacher Costs for Paras completing certification (260 each year x 8 x 2 years) | 4,160 |
| | |

Total Direct Costs 105,000

Should match amount of Total Request from page 8 of this application

Indirect Costs

7,712

TOTAL AMOUNT REQUESTED

112,712

Total Direct Costs plus Indirect Costs

Grow Your Own Grant Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

The Lancaster ISD Career and Technical Education (CTE) Department offers comprehensive programs designed to prepare students to be successful in their educational and career pursuits after graduating from high school. Course offerings and content are monitored to ensure that they have relevance to today's technology and employer requirements. Our current offering in the Education and Training Pathway is Principles of Education and Training. The 2018-2019 school year is the first year that an Education and Training course has been offered to our students with 14 enrollees: 4 sophomores, 9 juniors and 1 senior enrolled in Principles of Education and Training. During the 2019-2020 school year, we will offer Instructional Practices and the following year Practicum of Education and Training. Our program is designed for students to begin their studies in the Education and Training Pathway during their sophomore year with the Principles of Education and Training course followed by Instructional Practices in the junior year and in the 12th grade, Practicum of Education and Training. Next year, and each subsequent year thereafter, our goal is to enroll 25-30 students in the Education and Training Pathway at Lancaster High School.

We are currently in discussion with Cedar Valley College to offer Instructional Practices for 11th graders and Practicum of Education and Training for 12th grade students as Dual Credit. Beginning in the Fall 2019, we will add a TAFE (Texas Association of Future Educators) Chapter to allow our students enrolled in the Education and Training Pathway to participate in conferences, competitions, and events centered around the teaching profession. Future students in this pathway who are enrolled in Instructional Practices and Practicum of Education and Training will have the opportunity to earn Dual Credit which includes classroom observations and working alongside teachers in real classroom settings. Offering Dual Credit as a component of this pathway will help build excitement for this program. By establishing a rigorous education pathway at Lancaster High School, the Grow Your Own program will have a lasting impact on fueling a talent pipeline for teachers for years to come.

Recruitment efforts for more students to be part of the Education and Training pathway are already underway. Meetings have been held with counselors at the high school, middle school and 9th Grade Center to position this pathway. Middle school counselors are key stakeholders who will be promoting the Education and Training Pathway to 6th-8th graders particularly to students in Teen Leadership initiatives and Career Investigation courses. On January 15, 2019, an 8th Grade Endorsement Night will be held at Lancaster High School at which all 8th grade students and their parents are invited to attend. At this event, 8th grade students and their parents will have an opportunity to hear about the Education and Training Pathway along with other programs. We will have rich marketing collateral and dynamic presentations by a few of our top teachers to encourage students to enroll in the Education and Training Pathway. At the end

of the evening, students and their parents will then have a mechanism to choose this pathway as a course of high school study. For students who miss the 8th Grade Endorsement Night, sessions at the middle school will be held throughout the day on January 16th to afford those students the opportunity to choose their pathway of study for their high school endorsement. The Career Technical Education Coordinator and the Education and Training Pathway teacher will ensure that the Education and Training Pathway is highlighted in these sessions.

Messaging, flyers, posters, brochures and announcements will be shared with the current student body at Lancaster High School to encourage interested sophomores to enroll in the Education and Training Pathway. As well, we will have a few informational meetings throughout the remaining Fall Semester and Spring Semester to continue to develop interest and answer questions students may have.

We have created a list of six highly qualified and well respected teachers to interview for the opportunity of leading the Education and Training Pathway for Lancaster ISD. Any one of the six teachers would do an outstanding job. Our selection process will be based on teacher interest and credentials of having the number of hours in the field to be able to teach Dual Credit classes. Participants will have to apply, interview, and be recommended by their principal. Participants will have to show high student achievement through student grades, assessment data, or other academic data. Once the Grow Your Own Grant has been awarded, the selected teacher will be responsible for 1) Creating a campaign to stimulate interest in TAFE by distributing brochures, hanging posters, making announcements and establishing the first meeting. 2) Developing a purpose statement for TAFE and how it relates to the Education and Training Pathway. 3) Developing a calendar of events by using TAFE's planning process to set each activity. 4) By November 30, 2018, registering interested students at Lancaster High School and set-up a committee to write chapter bylaws using national and state bylaws as guides. 5) Outline an itemized budget for the current year and a projected budget for 2019-20. 6) Maintain minutes of all meetings. 7) Have students compete in at least one competitive event in the 2019-20 school year. 8) Give presentations at various school, community and parent events regarding the Education and Training Pathway. As well, this teacher will attend and participate in TAFE District and State meetings to become familiar with TAFE activities in the state. For 2020 and beyond, the selected teacher will continue to grow membership in TAFE with students participating in at least one competitive event in the Fall and Spring semester. We have no doubt that the selected teacher will build a strong TAFE Chapter based on the leadership skills and commitment to our students that each of the candidates has demonstrated on campus.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Students targeted for the Education and Training Pathway will reflect the demographics of the District's student population: 76% African American, 20% Hispanic, 2% White with the other 2% being a combination of other ethnicities. Our goal is to gain interest for the Education and Training Pathway from students in the top quartile of their class. A comparison of our teacher demographics against those of students reveals while 20% of our student population is Hispanic only 6% of our teachers are from that ethnicity. In terms of gender, our student population is about evenly balanced between male and female. However, the teacher population is 25% male and 75% female. Thus, specific efforts will be made to create interest in this pathway with our overall male student population and with our Hispanic student population. The teacher selected to lead the Education and Training pathway, the Career Technical Education (CTE) Coordinator, Counselors at the Middle School, 9th Grade Campus and High School will play critical roles in developing interest and recruiting students.

Recruitment efforts for students to be part of the Education and Training Pathway are already underway. Meetings have been held with counselors at the high school, middle school and 9th Grade Center to position this pathway. The 9th Grade Campus and High School counselors are already very familiar with this program. On January 15, 2019, an 8th Grade Endorsement Night will be held at Lancaster High School at which all 8th grade students and their parents are invited to attend. At this event, 8th grade students and their parents will have an opportunity to hear about the Education and Training Pathway along with other programs. Rich marketing collateral will be available and dynamic presentations by a few of our top teachers will be given to encourage students to enroll in the Education and Training Pathway. At the end of the evening, students and their parents will then have a mechanism to choose this pathway for their course of study in high school. The following day all 8th graders who missed the Endorsement Night will have the opportunity to attend sessions throughout the day to make their selection. The CTE Coordinator and teacher selected for the Education and Training Pathway will be available to highlight Education and Training as a viable and dynamic choice.

Messaging, flyers, posters, brochures and announcements will be made to the current student body at Lancaster High School to encourage interested sophomores to enroll in the Education and Training Pathway. As well, we will have a few informational meetings throughout the remaining Fall Semester and Spring Semester to develop student interest and answer questions students may have. The establishment of a TAFE Chapter will serve as a key element to make the program sustainable. Students in CTSO (Career Technical Student Organizations) such as TAFE are inspired to stay the course in their program of study due to the rewarding events, conferences and competitions in which they have the opportunity to participate. Lancaster ISD has close to 600 professional staff with backgrounds in education. Over 400 of those are teachers. We will develop a program for interested teachers and other professional staff to serve as mentors to students in the Education and Training Pathway.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

We are working closely with Cedar Valley College to add Instructional Practices and Practicum of Education and Training as Dual Credit offerings. We currently have robust Dual Credit offerings for our Early College High School and other courses on the Lancaster High School campus as well as on the Cedar Valley campus. Meetings to finalize the credentialing process along with the dual credit offering with course mapping for the Education and Training Pathway will take place no later than mid-December 2018. During the months of January and February 2019, high school students and their parents will have an opportunity to engage in the pre-existing Dual Credit process to enroll in the appropriate Dual Credit offering in the Education and Training Pathway. By March 2019, counselors will create courses to enroll current sophomores and juniors in the newly established Dual Credit course offerings for this pathway for school year 2019-2020.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Lancaster ISD is currently exploring a possible partnership with the University of North Texas at Dallas and Texas Tech University (Tech Teach) to develop a cohort like program where paraprofessionals selected to participate in the program could transition to become teachers. Conversations have already taken place with the University of North Texas at Dallas to discuss a partnership if awarded the grant. UNT-Dallas is the closest Education Preparation Program (only a few miles) to the district and has partnered with the district in the past to develop a STEM Master's program for our teachers. Although not finalized, UNT-Dallas is the program that we are most likely to partner with. The courses required, schedule of classes and evening offerings, and projected costs have already been reviewed with university representatives as we met to discuss a possible partnership if awarded the grant.

The district is also looking into online teaching programs such as Western Governors University. The district will continue to research and contact the various universities to see which program would be affordable, offer evening and/or online course options, and would allow paraprofessionals selected to complete the program within the 2-year timeline. For those that only need to complete their teacher certification, there are several alternative certification programs (Iteach Texas, Texas Teachers, Mountain View College) that would support our paraprofessionals with bachelor's degree to transition to become certified teachers. We will continue to reach out to various EPPs and meet with various representatives to discuss and design a program that is flexible (has online or evening classes), is in close proximity to the Lancaster (if students are required to attend class in person) and is designed for those working full time jobs.

Job embedded training to support paraprofessionals throughout the program will include attending weekly cluster/professional learning community meetings with teachers and providing observation, co-teaching, and teaching opportunities each semester throughout the program. Participants would attend teacher professional development sessions and have district level cohort follow up meetings to discuss their progress and support needed as well.

Participants would be assigned a teacher mentor for support and would be required to have one on one meetings with the campus principal to discuss their progress, opportunities to practice classroom instruction, and determine what support is needed to ensure success. Lessons from exemplar teachers in the areas in which certification is being pursued would be observed each semester. Surveys will be given to collect data to determine any interventions or adjustments needed to ensure success.



Cedar Valley College

DALLAS COUNTY COMMUNITY COLLEGES

November 6, 2018

Shelia Benskin
Career and Technical Education (CTE) Coordinator
Lancaster Independent School District
Suite B202C, 200 East Wintergreen Road
Lancaster, TX 75134

Re: Support for Texas Education Agency Grow Your Own Grant Program, Cycle 2

Cedar Valley College is pleased to support Lancaster Independent School District's application to the Texas Education Agency's Grow Your Own Grant Program, Cycle 2. The purpose of this proposal is to develop strong teacher (i.e. Education and Training) pathways for high school students, including dual-credit students, in order to develop a more diverse population of teachers who will be able to serve their communities after they have been credentialed.

Cedar Valley College has strong partnerships with Lancaster ISD through the Dual-Credit programming, a partnership which has yielded strong outcomes for students who can obtain their high school diploma while earning their A.A.S. degree from Cedar Valley College. Increasing additional career opportunities for our students into the field of teaching, is fully aligned with our strategic plan to ensure Southern Dallas is vibrant, and growing, and our goals of transforming lives through teaching and learning for every student, every place, and every time. If this grant is funded, we can work together to align our A.A.T. degree with the teaching pathway at Lancaster ISD. In addition, our existing partnership with Texas Tech's teaching program allows our students to obtain their baccalaureate and teaching credential in one year after they obtain their A.A.T. with Cedar Valley College. Grant funding such as the Grow Your Own will allow us to strengthen the pathways for students to achieve their baccalaureate and teaching credential with additional university partners.

We look forward to additional partnership opportunities with Lancaster ISD to offer Dual Credit to students in their Education and Training Pathway, and the opportunity to create teacher pathways that will develop our community.

Sincerely,

Joseph Seabrooks, Ph.D.
President

LANCASTER

INDEPENDENT SCHOOL DISTRICT

422 S. Centre Ave.
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Elijah Granger
Superintendent

November 9, 2018

Texas Education Agency
Document Control Center, Grants Administration Division
1701 N. Congress Avenue
Austin, Texas 78701-1494

Re: 2019-2021 Grow Your Own Grant Program, Cycle 2, Lancaster ISD

To Whom It May Concern:

This letter is to notify you that the Lancaster ISD School Board of Trustees supports Lancaster ISD in applying for the 2019-2021 Grow Your Own Grant Program, Cycle 2. If awarded, this grant will support the district's initiatives and goals to expand our current Career and Technical Education Program by offering more Education and Training courses with potential dual credit opportunities for our high school students. Also, the grant will help to build a student to teacher pipeline for those interested in pursuing a career in teaching by supporting the district with the establishment of Career and Technical Student Organizations.

Additionally, this grant will provide an avenue to support paraprofessional employees with completing their degree and obtaining their teaching certification to transition to become classroom teachers. Lancaster ISD serves more than 7,300 students, of whom 96% are African American and Hispanic and 87% are economically disadvantaged. The long term impact of this program will address teacher shortages throughout the district with employees that are already familiar with supporting the social and emotional needs of our students in addition to their academic needs.

We are excited about this grant opportunity and would like to thank you in advance for your consideration of our application.

Sincerely,

Ellen Clark
Board President
Lancaster ISD School Board of Trustees

Lancaster ISD Vision:
All students achieve self-sustaining success and leave a lasting legacy.